



Communities That Care

Community Board Orientation

**Milestone: Address
Readiness Issues**

**Trainer's Guide
(90 minutes)**

Module 3

Slides for Module 3

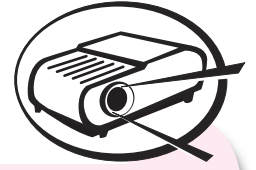
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Mouse-Click Icon

(for a computer-based presentation)

The mouse-click icon shows you what information will come up on the slide when you click. (Some slides use several clicks.)



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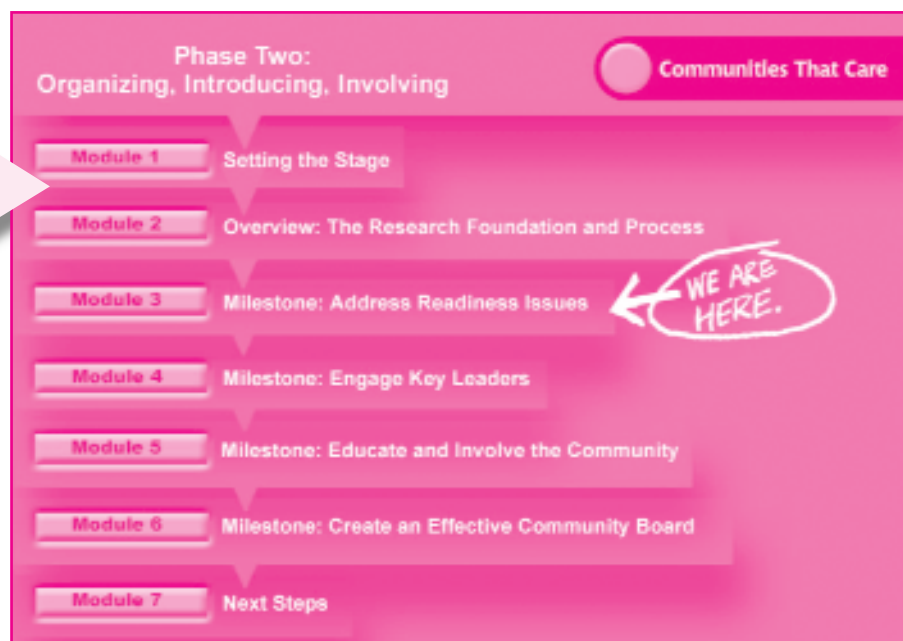
Notes

NOTE: How this module is delivered will depend a great deal on the results of the readiness work completed with the *Tools for Community Leaders* guide, as well as any follow-up work by the Key Leader Board. It is important to contact the Coordinator/Facilitator prior to the Community Board Orientation and gather information on readiness work to date and outstanding issues. Someone from the site (Coordinator/Facilitator, Champion, etc.) should be prepared to share the readiness work done to date with the group.

The time it takes to complete this module may also depend on results to date.



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Review the slide.

Module 3 goal

Communities That Care

Prepare the Community Board
to identify and address
outstanding readiness issues.



Slide 3-3

Notes

In Phase One, community readiness issues were addressed. During Phase Two we'll need to address any that are still outstanding, and any that could be stumbling blocks or "show-stoppers." "Show-stoppers" are those issues that are critical to resolve before moving forward.



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Notes

Objectives

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1. Identify outstanding readiness issues from Phase One: Getting Started.
2. Determine key issues to address before continuing Phase Two: Organizing, Introducing, Involving.
3. Identify and complete steps to address key issues.



Review the slide.

NOTE: Be familiar with the milestones and benchmarks from Phase One (see Appendix 2).

Mental Set

Effective prevention involves change—in individuals, environments and institutional practices. Identifying and addressing readiness issues shows where change is needed.

Optional activity

Ask participants to discuss efforts toward change that have happened in their communities, identifying areas where community readiness enhanced the effort and lack of readiness may have hindered it. Have the participants at each table agree on one effort to discuss (it's OK if different groups choose the same one), and use an easel page with a T-chart labeled "What Worked" on one side and "What Went Wrong" on the other side. Allow about 10 minutes.

Debrief by asking a few groups to share their T-charts.

Based on the responses the groups gave in their T-charts, highlight some ways that previous change efforts were either helped or hindered in these areas.

Be sure to distinguish between problems that come from attitudes of community members and problems that come from structural or organizational issues.

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Slide 3-5

Review each item as you click it onto the screen.



When communities have divergent views on a problem, it may be necessary to delay the prevention effort until there is more agreement. In some cases it may be necessary to address more immediate issues prior to, or along with, the Communities That Care effort.

Notes



Ensure that community members have a common definition of “prevention.” Certain attitudes may be stumbling blocks in defining what prevention should be in a community. For example, if some community groups or stakeholders do not believe it is possible to prevent adolescent problem behaviors, it will be difficult to enlist their help in the Communities That Care effort. Others may believe that a “get-tough” approach is the only way to prevent crime, or that youth development and problem prevention aren’t their responsibility.



Ensure that community-wide support exists for a risk- and protection-focused, data-driven, research-based, outcome-focused prevention approach. The community needs to agree that the risk- and protection-focused approach provides a sound theoretical framework, a useful and manageable methodology, and research-based solutions. If community members do not agree, apathy, lack of support or conflict among individuals and organizations could cause the effort to stumble.

Notes

3



Plan for coordination among existing initiatives and planning efforts. The Community Board should communicate and collaborate with each existing community initiative as early as possible.

4



Identify community stakeholders. Any key stakeholders not yet involved need to be identified, to ensure that all the community's stakeholder groups are involved and represented, on both the Key Leader Board and the Community Board.

Community readiness for prevention

- Attitudinal readiness
- Structural/organizational readiness

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Notes

Objective 1: Identify outstanding readiness issues from Phase One: Getting Started.

There are two types of readiness that need to be assessed to determine a community's readiness for the Communities That Care effort.

Attitudinal readiness refers to the attitudes of individuals and/or groups in the community that may help or hinder prevention efforts. Attitudinal readiness issues identified in Phase One would include:

- *agreement on issues to address*
- *a common definition of prevention*
- *community-wide support for a risk- and protection-focused approach to prevention.*

Structural/organizational readiness refers to the community's ability to support the Communities That Care effort. Community support requires:

- *school district support for the Communities That Care Youth Survey*
- *community support for collaboration*
- *coordination among existing initiatives and planning efforts*
- *identification of stakeholders not yet involved in the effort.*

We'll return to structural/organizational readiness issues shortly.



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Notes

Attitudinal readiness

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- Awareness of the problem
- Belief that the problem is a priority



Objective 1: Identify outstanding readiness issues from Phase One: Getting Started.

Some attitudes present in the community can hinder efforts to address the issues listed in Phase One.

Review the slide.

These attitudes, for example, can act as barriers to building agreement on issues to address.

- *In order for communities to efficiently and effectively focus prevention efforts, they must be aware of the problems at hand.*
- *Many communities are home to a variety of competing issues and problems. Sometimes, one problem receives a disproportionate amount of attention—and resources. Extensive media coverage of youth violence, for example, can distract a community from the larger problem of youth substance abuse.*

In such cases, it can be helpful to connect one problem to others by identifying their common risk and protective factors—so community members understand how the prevention effort can address multiple concerns.

Attitudinal readiness

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- Belief that the community can successfully address the problem
- Support for prevention as an appropriate approach
- Sense of ownership of the problem and solution



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Notes

Objective 1: Identify outstanding readiness issues from Phase One: Getting Started.

Other attitudes can act as barriers to building a common definition of prevention and building support for a risk- and protection-focused approach to prevention.

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- *The belief that change is not possible can be a significant stumbling block. When this happens, it is important to break problems down into smaller, easily achievable goals.*
- *Some communities might be more willing to focus on treatment or law enforcement approaches than on prevention.*

In this case, it can be helpful to explain the benefits of prevention to someone in the community who favors treatment or law enforcement. Once that person is convinced of the benefits of a prevention-based approach—and sees that this approach doesn't necessarily exclude other approaches—he or she can serve as a spokesperson to help gain acceptance of a prevention-based approach in the community.

- *Attempts by agencies outside a community to impose programs designed to “fix” the community's problems can leave community leaders and residents feeling left out or helpless.*

When all the community's interested stakeholder groups are involved in some way in creation and adoption of a prevention plan, it's possible to change the entire local environment—creating the foundation for long-term, positive change.



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Notes



Objective 1: Identify outstanding readiness issues from Phase One: Getting Started.

Activity

Identifying attitudinal readiness issues

Time: 15 minutes

Have participants work in groups at their tables to complete the worksheet on the following page. Participants should list specific community groups or stakeholders for each question.

Then, as a large group, use an easel sheet to list the major attitudinal barriers to the *Communities That Care* effort and the groups or stakeholders associated with those issues. Use the format on the slide.

Identifying Attitudinal Readiness Issues

Are there groups or stakeholders who are not aware of problems in the community related to youth health and behavior?

Are there groups or stakeholders who do not think youth health and behavior are important issues to address?

Are there groups or stakeholders who think these are important issues, but don't consider them to be their responsibility?

Are there groups or stakeholders who think these problems are not preventable?

Are there groups or stakeholders who do not consider prevention to be an effective approach?

Are there groups or stakeholders who do not consider a risk- and protection-focused approach to prevention to be effective?

Are there groups or stakeholders who have felt left out of past community initiatives?



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Notes

Structural/ organizational readiness

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- Leadership
- Skills to implement effective programs

Objective 1: Identify outstanding readiness issues from Phase One: Getting Started.

Other structural and organizational factors in the community may affect the community's ability to address the readiness issues identified in Phase One.

Review the slide.

- *It is important to bring together representation from all community members who have a stake in healthy futures for young people to lead the Communities That Care effort.*
- *If the community is relatively inexperienced with effective prevention programs, it may need to invest in training existing staff or hiring new staff.*

Activity

Identifying structural/organizational readiness issues

Time: 15 minutes

Have participants work in groups at their tables to complete the worksheet on the following page.

Then, as a large group, create a list of structural/organizational readiness issues present in the community. Record the list on an easel page.

Identifying Structural/Organizational Readiness Issues

Are there groups or stakeholders in the school district who may oppose the use of the *Communities That Care Youth Survey*?

Are there other community groups or stakeholders who may oppose the use of the *Communities That Care Youth Survey*?

Is there a history of successful collaboration in the community?

Does coordination exist among current initiatives and planning efforts in the community?

Are there any community groups or stakeholders that need to be engaged in the *Communities That Care* effort?



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Notes



Objective 2: Determine which issues to address before continuing Phase Two: Organizing, Introducing, Involving.

Ask the group if anyone knows of any additional impediments to readiness in their community that have not been discussed and need to be addressed. Write these on an easel page.

Break the group into enough teams to assign each team one of the readiness issues to work through (outstanding issues already covered and additional issues just identified), using the questionnaire on the following page. Take about 15 minutes.

Then, take about 15 minutes to have each team briefly share the results of its assessment with the whole group.

Readiness Issues Questionnaire

Why is this an issue in the community?

How does this issue surface in the community?

What people, organizations and conditions are natural allies in addressing this issue?

What can be done to engage allies in addressing this issue?

Who or what could keep our community from successfully addressing this issue?

What can be done to overcome any roadblock(s) to addressing this issue?

How could I help with this issue?

How could the Community Board help with this issue?

What is our plan for dealing with this issue?



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Notes

Addressing readiness issues

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- Which issues, if any, are “show-stoppers”?
- How should “show-stoppers” be addressed?
- Who will be involved? When?



Objective 2: Determine which issues to address before continuing Phase Two: Organizing, Introducing, Involving.

Review the slide.

Once identified, readiness issues need to be assessed and “show-stoppers” must be addressed.

Use the lists of readiness issues identified in the previous activities to develop a list of “show-stoppers,” if any exist.

Action must be taken to resolve these “show-stoppers.” Resolutions need to be developed by the group.

Community Board members should be prepared to take responsibility for action steps to resolve outstanding issues. A coordinated process for addressing “show-stoppers” can help.

NOTE: Some issues may have been resolved as a follow-up to the Key Leader Orientation (e.g., representation from schools, Key Leader interview with the police chief or mayor, or a meeting with a neighborhood coalition that should be involved). Be sure to update the group with any progress made to date.



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Objective 3: Identify and complete steps to address key issues.

NOTE: As a group, take about 10 minutes to create an action plan for the outstanding readiness issues, using this worksheet format. Write the group's decisions on an easel page. Also, ask the Coordinator/Facilitator or another participant to volunteer to record the decisions on a separate sheet of paper, and to distribute copies to the participants.

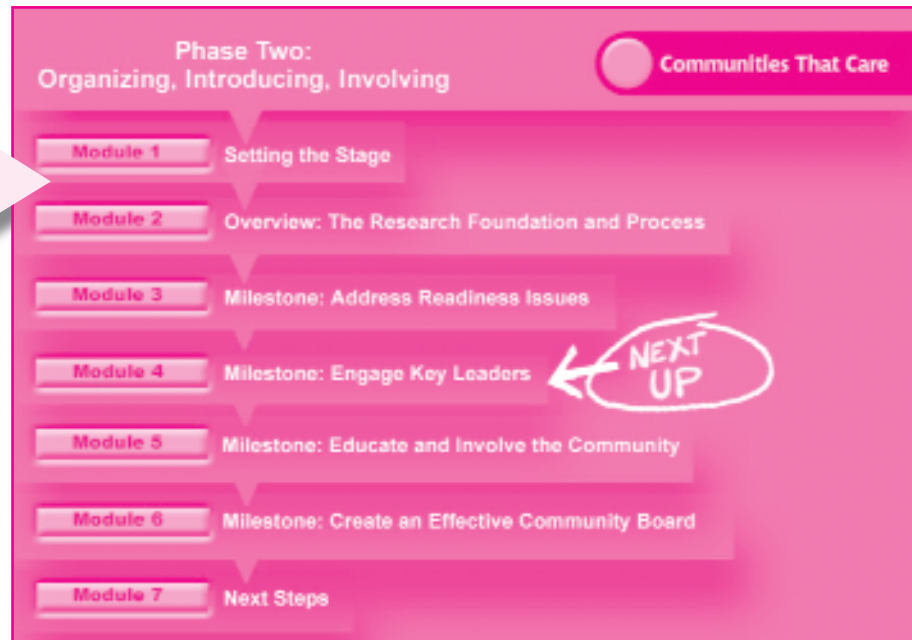
Notes

Module 3



Slide 3-15

Notes



In order to succeed, the Communities That Care effort needs to involve all segments of the community. All community members who have a stake in healthy futures for young people must come together to contribute to the effort.

In the next module, we will discuss how the Community Board can get these stakeholders involved as Key Leaders.